



National Curriculum 2014: Progression in History

	EYFS	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past	
	Year 1/2	Year 3/4	Year 5/6
	Pupils should be taught about: - changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life - events beyond living memory that are significant nationally or globally - the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods - a local history study	Pupils should be taught about: - changes in Britain from the Stone Age to the Iron Age - the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China - Ancient Greece – a study of Greek life and achievements and their influence on the western world - the Roman Empire and its impact on Britain - Britain's settlement by Anglo-Saxons and Scots - the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - a non-European society that provides contrast with British history - one study chosen from: early Islamic civilization, including a study of Bagdad c.AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300 - a local history study	



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Suggested Focused Enquiries	Year 1 <i>Why did man want to fly and has it been a good thing?</i>	Year 2 <i>What rights did children have in Victorian Britain?</i>	Year 3 <i>What is the Tudor legacy in our locality?</i>	Year 4 <i>Were the English ever English?</i>	Year 5 <i>How did the ancients control water and how did water control them?</i>	Year 6 <i>How did humankind make sense of their world?</i>



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	Year 1/2	Year 3/4	Year 5/6
Chronology	Year 1 I can explain how I have changed since I was born, sequencing events and photos from different periods of my life I can describe memories of key events in my life I can sequence events or objects in chronological order Year 2 I can sequence artefacts closer together in time I can sequence events or objects in chronological order and explain my reasons I can use a timeline to show when certain events happened/significant people lived	Year 3 I can describe events from the past using dates when things happened I can use a timeline within a specific period of history to set out the order that things may have happened Year 4 I can plot events on a timeline using centuries and begin to date key events I can use my mathematical skills to round up time differences into centuries and decades	Year 5 I can draw a timeline with different historical periods showing key historical events or lives of significant people I can relate the period of history I am studying now to my previous historical learning Year 6 I can place features of historical events and people from past societies and periods in a chronological framework, using specific dates I can summarise the main events from a period of history, explaining the order of events and what happened and make comparisons with other historical periods or events



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Historical Terms	Year 1 I can use words and phrases like: old, new and a long time ago Year 2 I can use words and phrases like: before, after, past, present, then and now	Year 3 I can begin to use some key terms related to the period of history being studied Year 4 I can use terms related to the period of history being studied I can understand more complex terms e.g. BCE/AD	Year 5 I can use terms related to the period of history being studied I can explain more complex terms e.g. BCE/AD Year 6 I can use terms related to all the periods of history I have studied
Historical Enquiry	Year 1 I can recognise that some objects belonged to the past and ask and answer questions about them Year 2 I can find out things about the past by talking to an older person, looking in books or using the internet I can sequence a collection of artefacts I can research the life of a famous person from the past using different sources of evidence. I can ask and answer questions about a source and discuss its effectiveness	Year 3 I can use my mathematical knowledge to work out how long ago events happened. I can use a range of sources to find out about a period of history I can begin to use research skills to find answers to specific historical questions using books and the internet and record my findings Year 4 I can explain how historic items and artefacts can be used to help build up a picture of life in the past I can research what it was like for people in a given period of history and present my findings	Year 5 I can begin to identify primary and secondary sources I can use evidence to build up a picture of life in a given period of history I can use research skills to select relevant sections of information in order to answer specific questions Year 6 I can recognise primary and secondary sources I can use a range of sources to find out about an aspect or period of time past and begin to consider what else we may need to know I can describe the features of historical events and way of life from periods I have studied, using knowledge gathered from several



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			sources coherently
	Year 1/2	Year 3/4	Year 5/6
Interpreting History	Year 1 I can begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) Year 2 I can compare pictures or photographs of people or events in the past I can identify different ways to represent the past	Year 3 I can identify and give reasons for different ways in which the past is represented I can distinguish between different sources and begin to evaluate their usefulness Year 4 I can look at the evidence available for a period of history and what it tells us I can evaluate the usefulness of different sources	Year 5 I can compare accounts of events from different sources and consider if they are fact or fiction I can offer some reasons for different versions of events Year 6 I can link sources and begin to work out how conclusions were arrived at. I can consider how different evidence could lead to different conclusions I can think about how to check the accuracy of interpretations – distinguishing between fact, fiction or opinion.
Continuity and Change	Year 1 I can explain what an object from the past might have been used for I can spot old and new things in a picture	Year 3 I can find out about the everyday lives of people in a given time and compare it with our lives today Year 4	Year 5 I can compare an aspect of life with the same aspect in another period Year 6



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	I can find out how Ledbury has changed in the last 100 years Year 2 I can compare artefacts, describing their similarities and differences I can find out about people and events in other times I can compare the lives and reigns of Queen Victoria and Queen Elizabeth II	I can explain why changes in everyday lives, beliefs and attitudes may have occurred during a time studied	I can compare attitudes, beliefs and behaviour with another period studied
Causes and Consequences	Year 1 I can recognise that there are reasons why people in the past acted as they did and talk about how their actions changed the way we do things today Year 2 I can research the causes and consequences of an event from the past using different sources of evidence	Year 3 I can identify the reasons for and the results of people's actions Year 4 I can look for links and effects in time studied and offer a reasonable explanation for some events	Year 5 I can examine the causes and results of great events and their impact on people Year 6 I can write an explanation of a past event in terms of cause and effect using evidence to support and illustrate my explanation
Similarities / Differences	Year 1 I can ask and answer questions about old and new objects and begin to describe similarities and differences Year 2 I can give examples of things that were different when my grandparents were children	Year 3 I can use artefacts and evidence to identify similarities and differences between two or more periods of history. Year 4 I can research in order to find similarities and differences between two or more periods of history	Year 5 I can identify similarities and differences between different periods of history Year 6 I can identify and explain differences, similarities and changes between different periods of history



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Significance	Year 1 I can explain how some people have helped us to have better lives Year 2 I can recount a significant event or the life of someone famous from Britain who lived in the past	Year 3 I can explain how an event from the past has shaped our life today I can explain the significance of the Mayan civilisation c AD900 Year 4 I can explain some of the times when Britain has been invaded and appreciate why	Year 5 I can appreciate that significant events in history have helped shape the country we have today Year 6 I can summarise how Britain has had a major influence on the world I can summarise how Britain may have learnt from other countries and civilizations (historically and more recently)